

Introduction to post school pathways



TAFE

- open
- supported
- traineeship
- apprenticeship

employment



unemployment



university



volunteer

**ADHC Post School
Programs**
(for students with disabilities)


Transition



school



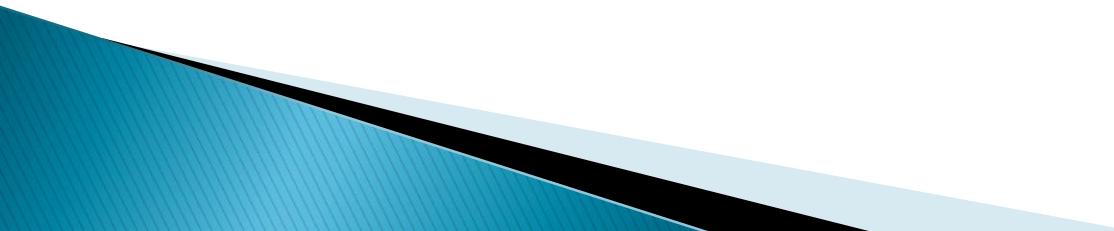
The mystery of defining disability in DET schools:

- ▶ The all important Disability Confirmation Sheet
 - ▶ Case based funding is allocated to support students according the extent to which the disability impacts on the students' learning
 - ▶ Some disabilities and all learning difficulties are group funded through the Learning Assistance Program
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Categories of Disability in DET schools for the purposes of recognition and funding

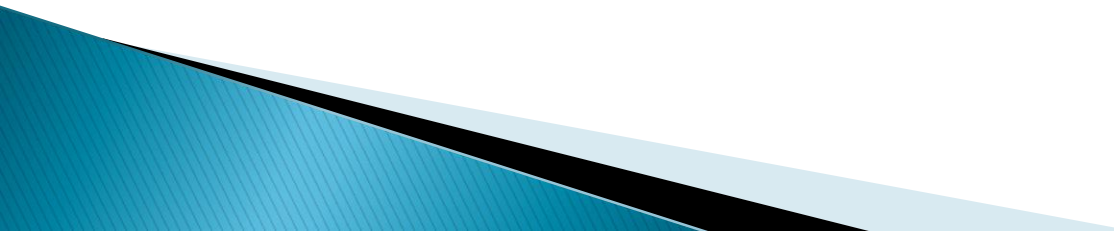
- ▶ Ph1 physical Disability, moderate
 - ▶ Ph2 physical Disability, severe
 - ▶ IN1 mild intellectual disability
 - ▶ IN2 moderate intellectual disability
 - ▶ IN3 severe intellectual disability
 - ▶ MH1 mental health (internalised)
 - ▶ MH2 mental health (externalised)
 - ▶ MH3 mental health (both internalised and externalised)
 - ▶ V vision
 - ▶ H hearing
 - ▶ A1 autistic disorder
 - ▶ A2 Aspergers Syndrome
 - ▶ A3 other pervasive development disorders
 - ▶ ERL expressive and/or receptive language disorder
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The Individual Transition Plan (ITP)

- ▶ Student centred
 - ▶ Explicit
 - ▶ Outcomes focussed
 - ▶ Collaborative
 - ▶ See DVD – the planning process
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The transition process – the school's perspective

Transition planning occurs in the areas of:

- ▶ Continuing education
 - ▶ Vocational education and training
 - ▶ Transport and mobility
 - ▶ Community living
 - ▶ Leisure and recreation
 - ▶ Personal management
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▶ **Disability Employment Services**

- ▶ Disability Management Services
- ▶ Employment Support Services

▶ **Australian Disability Enterprises**

- ▶ Supported employment

▶ **Apprenticeships and Traineeships**

▶ **TAFE**

▶ **University**



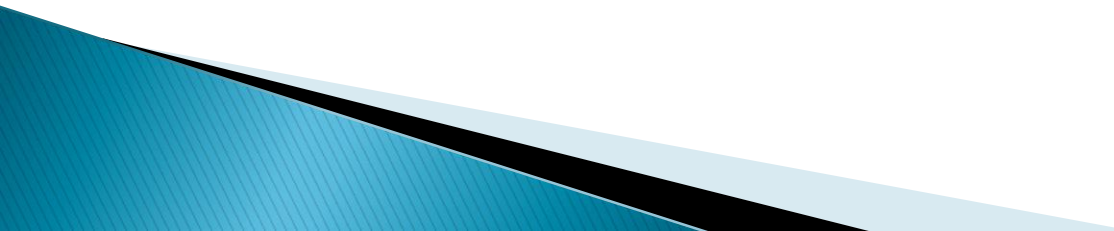
▶ **Volunteering**

- ▶ Retains skills already obtained
- ▶ Develops new skills
- ▶ Gives purpose and value to a young person's contribution

▶ **Unemployment**

- ▶ By default
 - ▶ By intent
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ADHC

- ▶ Transition to Work
 - ▶ For young people who are unable to immediately access employment or further education because of their support needs
 - ▶ Two year program; typically 18hrs week (3 days)
 - ▶ Aims to increase employability skills; young people may access TAFE as part of the program
 - ▶ Must be deemed eligible through assessment process
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▶ Community Participation

- ▶ For young people who aim to increase their independence skills and participate in their community; employment may be a long term goal; may access TAFE if appropriate
- ▶ Ongoing program
- ▶ 4 funding bands: Moderate and High typically receives 24hrs week support; Very High and Exceptional typically receives 30hrs week support

3 model types:

- ▶ Centre Based with Community Access
 - ▶ Individual Community Based
 - ▶ Self Managed Model
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- ▶ Must be deemed eligible through the assessment process